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ABSTRACT

The High School for the Creative and Performing Arts was opened in February, 1978. This magnet school, partially funded by the Emergency School Aid Act (ESAA), was designed to provide a desegregated experience for interested students in the areas of creative writing, drama, dance, art, and music (both instrumental and vocal). As a part of the evaluation of the school's program, a questionnaire was administered to students in grades nine, ten, and eleven in June 1979. The school will graduate its first senior class in June, 1980. Students' perceptions of the school program with respect to homework, availability of materials, performances and presentations, course content, school facilities, and racial attitudes were all explored in the fifteen item questionnaire. Students' perceptions of the school were overwhelmingly positive. They reported success in both academic and performance areas. In response to the question: "If you had it to do all over again, would you choose to attend The High School for the Creative and Performing Arts?" a total of 88 percent responded "Yes." Asked to rate the relationships among the various races at the school, over 93 percent rated them better than average or good. (Author)

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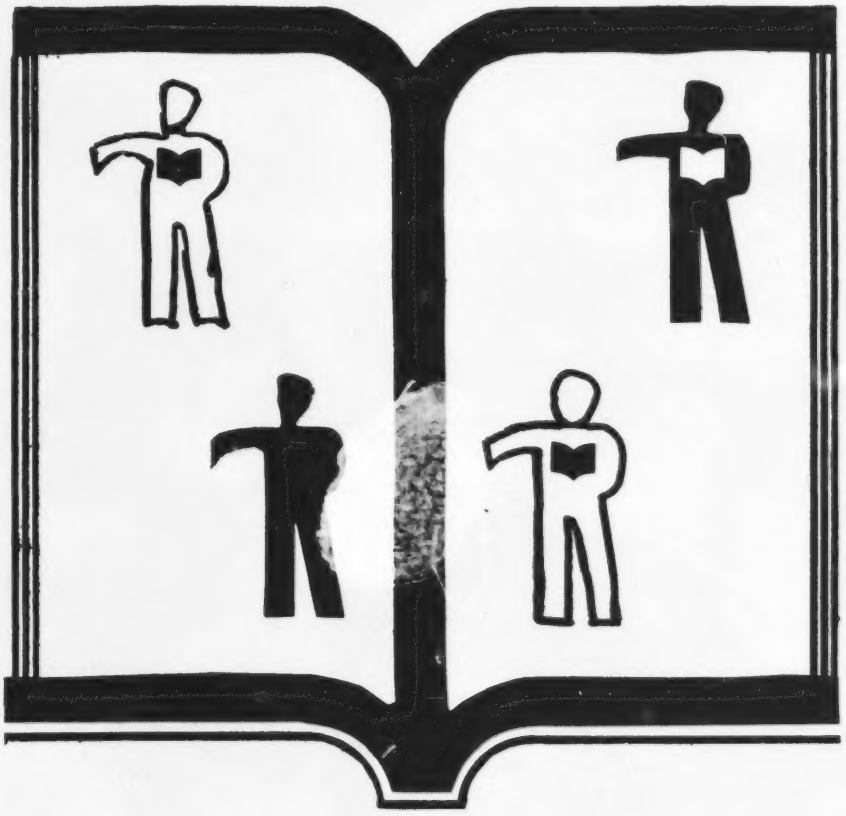
HIGH SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

STUDENT ATTITUDES AND PERCEPTIONS



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REPORT 8051

MARCH 1980

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ABSTRACT

The High School for the Creative and Performing Arts was opened in February, 1978. This magnet school, partially funded by the Emergency School Aid Act (ESAA), was designed to provide a desegregated experience for interested students in the areas of creative writing, drama, dance, art, and music (both instrumental and vocal).

As a part of the evaluation of the school's program, a questionnaire was administered to students in grades nine, ten, and eleven in June 1979. The school will graduate its first senior class in June, 1980.

Students' perceptions of the school program with respect to homework, availability of materials, performances and presentations, course content, school facilities, and racial attitudes were all explored in the fifteen item questionnaire.

Students' perceptions of the school were overwhelmingly positive. They reported success in both academic and performance areas. In response to the question: "If you had it to do all over again, would you choose to attend The High School for the Creative and Performing Arts?" a total of 88% responded "Yes." Asked to rate the relationships among the various races at the school, over 93% rated them better than average or good.

THE PROGRAM AT THE HIGH SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

The High School for the Creative and Performing Arts (CAPA) was opened in February, 1978. Its opening marked the official beginning of the School District's Voluntary Desegregation Plan. This magnet high school was designed to provide a desegregated experience for interested students in the areas of creative writing, drama, dance, art, vocal music, and instrumental music. A comprehensive academic program complements course work in the performing arts areas.

Partial funding for the school is provided through a Magnet Grant from the Emergency School Aid Act (ESAA). School districts with court approved desegregation plans may apply to ESAA for funding to assist in their desegregation efforts.

The school is located on the top floors of the Philadelphia College of Art, at Broad and Spruce Streets. The center city location is accessible to public transportation and close to many of the city's cultural centers.

The school has expanded from the original 300 ninth and tenth graders who were selected in February, 1978. New ninth grade classes were added in September of 1978, 1979, and 1980. CAPA will graduate its first senior class in June, 1980.

ESAA regulations state that Magnet Grant schools can be no more than fifty percent minority. Minority is defined as Black, Hispanic, Asian, and American Indian. CAPA's staff as well as its students are completely desegregated.

A specialized curriculum is offered to all students in at least one of the areas of art, dance, music, drama, and creative writing.

Classes combine small group and individual work formats, with the emphasis placed on individual student competencies, interests, and potential.

The art component engages the interest and abilities of an ethnically diverse group of students. Individual and group instruction is provided in drawing, painting, design, graphics, sculpture, ceramics, photography and film making, and fashion and fabric design.

The dance component exposes minority and non-minority pupils to instruction in all forms of the dance. Students enrolled in dance are required to experience all facets of the dance and are offered opportunities to relate to the other components of the Creative and Performing Arts. The dance study curriculum includes: dance history, african dance, spanish flamenco, and oriental, east indian, american indian, and folk-universal dances. Students are introduced to, and are involved with, the many types, styles, and forms of dance based upon racial, ethnic, or cultural themes.

Students of music receive individual and group instruction in their selected areas. Band, orchestra, and choir ensembles have been formed. These groups visit schools and other facilities to perform concerts and recitals.

Under the guidance of specialists in the field, drama students are involved in all elements of production: acting, producing, playwriting, set designing, lighting, and sound effects. A wide range of dramatic activities is available to students at different levels of competence. Individual conferences and critiques by staff are integral parts of the program.

Creative writing students create literature in a variety of forms, e.g., poetry, prose, and drama. Students learn typing and tape recording skills. The teaching of grammar and expanded language is used in the process of writing, revising, and editing. Critical studies of universal literature provide models to help stimulate the creative process and provide standards for excellence. Study of film, radio, and television production techniques help develop skills in writing for these media.

Throughout this special curriculum, basic skills and competencies are stressed. This is being accomplished through the regular courses required for the high school diploma. In addition, the special arts courses contain material that incorporates and reinforces the basic skills material.

As a result of this program, students are afforded the opportunity to develop a level of competency and creativity in their particular area of interest. Interaction among students of various racial and ethnic backgrounds is based upon mutual interest in the arts.

MEASURING STUDENT ATTITUDES AND PERCEPTIONS

Months before its opening, the High School for the Creative and Performing Arts was much discussed. As the first Magnet Grant school designed to promote voluntary desegregation and as the first high school totally devoted to the creative and performing arts, it received its share of publicity.

In February, 1978, the first group of ninth and tenth graders entered an unfinished CAPA. The school was opened before many of the required renovations could be completed. A lack of lockers, a yet-to-be delivered dance floor, inadequate lunchroom facilities, and the noise of carpenters and electricians (and the dirt and dust that necessarily accompanied their efforts) were among the earliest criticisms of both students and parents.

The Desegregation Evaluation Unit first visited the school officially in February, 1979. One of the stated objectives in the evaluation design for CAPA involved the measurement of student attitudes and perceptions about the school. Members of the Evaluation Unit visited the school weekly from February to June. While able to document many of the earlier criticisms of the school's physical plant, evaluators spent the majority of time observing in each of the performing arts areas and in the basic skills. Observations revealed high student interest and commitment to the program.

A questionnaire was developed by the evaluators. It was designed to measure exactly how the students felt about all facets of the school program, as well as how they felt about themselves and their relationships with others. The instrument was shared with the principal and the school Building Committee. It was administered the last day of the school year, June 25, 1979.

The questionnaire focused on exactly how CAPA's students perceived their school. The evaluators took great care to tell the principal and his staff that perceptions and attitudes were just that; perceptions and attitudes. It would not be possible for teachers to believe the students' answers were correct in one area and incorrect in another. The majority of students could believe, for example, that the art materials were adequate, but the cafeteria facilities were not. It would be inappropriate for CAPA's staff to comment the kids were right about the cafeteria, but wrong about the art materials. This would be a staff perception. Perceptions may not be "right" or "wrong."

ANALYSIS AND INTERPRETATION OF THE STUDENTS' RESPONSES

Background

This questionnaire was administered on June 25, 1979, the last day of school for students. Of the 419 students on roll in grades 9-11 for June, 265 students completed the questionnaire. The respondent group was representative in terms of students' race as well as the school's five performance areas: creative writing, drama, dance, art and music. A comparison of the total school enrollment data presented in Table 1 with the questionnaire respondent data presented in Table 2 shows the representativeness of the sample. Table 3 shows the number and percent of students completing the questionnaire by race in each performance area.

TABLE 1

NUMBER AND PERCENT OF STUDENTS ON ROLL BY RACE AND GRADE
HIGH SCHOOL FOR THE CREATIVE AND PERFORMING ARTS - JUNE 1979

GRADE	TOTAL ENROLLMENT	BLACK		WHITE		HISPANIC		OTHER	
		#	%	#	%	#	%	#	%
9	147	60	40.8	84	57.1	2	1.4	1	0.7
10	175	84	48.0	85	48.6	6	3.4	0	0.0
11	97	49	50.5	45	46.4	2	2.1	1	1.0
TOTAL	419	193	46.1	214	51.1	10	2.3	2	0.5

TABLE 2

NUMBER AND PERCENT OF STUDENTS COMPLETING QUESTIONNAIRE BY RACE
AND GRADE, HIGH SCHOOL FOR THE CREATIVE AND PERFORMING ARTS - JUNE 1979

GRADE	TOTAL RESPONDENTS	BLACK		WHITE		HISPANIC		OTHER	
		#	%	#	%	#	%	#	%
9	103	37	35.9	65	63.1	1	1.0	0	0.0
10	113	58	51.3	50	44.3	5	4.4	0	0.0
11	49	25	51.0	22	44.8	1	2.1	1	2.1
TOTAL	265	120	45.3	137	51.7	7	2.6	1	0.4

TABLE 3

NUMBER AND PERCENT OF STUDENTS COMPLETING QUESTIONNAIRE
BY RACE IN EACH PERFORMANCE AREA

PERFORMANCE AREA	TOTAL RESPONDENTS	BLACK		WHITE		HISPANIC		OTHER	
		#	%	#	%	#	%	#	%
Creative Writing	22	8	36.3	13	59.1	1	4.6	0	0.0
Dance	68	36	52.9	31	45.6	1	1.5	0	0.0
Art	59	23	39.0	32	54.2	3	5.1	1	1.7
Music	55	18	32.7	37	67.3	0	0.0	0	0.0
Drama	61	35	57.4	24	39.3	2	3.3	0	0.0
TOTAL	265	120	45.3	137	51.7	7	2.6	1	0.4

Results of the Questionnaire

Students completed the questionnaires in their homerooms. They were instructed to give their honest answers to each of the fifteen questions about CAPA. Homeroom teachers informed students that the questionnaire was designed by the Desegregation Evaluation Unit "... in order to measure how you feel about The High School of the Creative and Performing Arts."

The presentation of each question and its analysis and interpretation follow.

Question 1. ON THE AVERAGE, HOW MANY NIGHTS A WEEK ARE YOU GIVEN ACADEMIC HOMEWORK?

Students reported that they were given academic homework on an average of four nights per week. This is reflected in Table 4. For all students, 76.6% reported that they received academic homework four or five nights per week.

TABLE 4

NUMBER OF NIGHTS STUDENTS RECEIVE ACADEMIC HOMEWORK

	NUMBER OF NIGHTS					
STUDENTS (N=265)	0	1	2	3	4	5
Number	2	1	16	43	81	122
Percent	0.8	0.4	6.0	16.2	30.6	46.0

Question 2. WITHIN THE LAST MONTH, HOW MANY TIMES HAVE YOU MISSED AN ACADEMIC CLASS IN ORDER TO GO TO A CREATIVE CLASS, ACTIVITY OR PERFORMANCE?

For all performance areas, the median number of academic classes missed during June, 1979 was three. Table 5 shows the number and percent of times students missed an academic course in order to go to a creative class, activity, or performance. Students in dance and music reported that they missed the most academic classes during June. This is reflected in the number of performances each group participated in as shown in Question 7 and Table 10.

TABLE 5

NUMBER AND PERCENT OF TIMES STUDENTS REPORTED MISSING ACADEMIC CLASSES IN JUNE TO ATTEND A CREATIVE CLASS, ACTIVITY OR PERFORMANCE

PERFORMANCE AREA		MISSED CLASSES 0	1	2	3	4	5	6	7 or More
Creative Writing (N=21)		5	4	4	3	2	1	0	2
Dance (N=64)		13	6	6	7	6	7	3	16
Art (N=59)		20	8	9	6	6	2	4	4
Music (N=54)		6	1	2	5	13	5	8	14
Drama (N=56)		18	6	7	7	6	3	1	8
Total (N=254)	N	62	25	28	28	33	18	16	44
	%	24.4	9.9	11.0	11.0	13.0	7.1	6.3	17.3

Question 3. WHEN YOU MISS AN ACADEMIC CLASS, ARE YOU USUALLY GIVEN THE OPPORTUNITY TO MAKE UP THE WORK?

Students in each of the performance areas reported that they were given the opportunity to make up work when they missed an academic class due to illness or attendance at a creative class, activity, or performance. Table 6 shows that there was little variation among the five groups. Drama students reported having slightly less opportunity to make up work; art students, slightly more. Overall, 78.4% of the students felt they were given the opportunity to make up missed work.

TABLE 6

NUMBER AND PERCENT OF STUDENTS IN EACH PERFORMANCE AREA REPORTING THE OPPORTUNITY TO MAKE UP MISSED ACADEMIC CLASSES

PERFORMANCE AREA		MAKE UP WORK YES #	YES %	NO #	NO %
Creative Writing	(N=21)	17	81.0	4	19.0
Dance	(N=66)	51	77.3	15	22.7
Art	(N=58)	49	84.5	9	15.5
Music	(N=52)	42	80.8	10	19.2
Drama	(N=58)	41	70.7	17	29.3
Total	255	200	78.4	55	21.6

Question 4. HOW WOULD YOU DESCRIBE THE OVERALL CONTENT OF ALL YOUR ACADEMIC COURSES?

On a rating scale of one (poor) to five (good), students rated the content of their academic courses at 3.7, which can be considered better than average. In all, 59.8% of the students reported that the overall content of their academic courses was better than average or good. This is reflected in Table 7.

TABLE 7

STUDENT RATING OF OVERALL CONTENT OF ACADEMIC COURSES

STUDENTS (N=264)	POOR 1	2	3	4	GOOD 5
Number	9	17	80	106	52
Percent	3.4	6.4	30.3	40.2	19.7

Question 5. CONSIDERING YOUR OVERALL ACADEMIC AVERAGE, HOW WOULD YOU RATE YOUR SUCCESS IN YOUR ACADEMIC COURSES?

On a rating scale of one (poor) to five (good) students rated their success in academic courses at 3.6, which can be considered better than average. In all, 58.0% of the students reported that, considering their overall academic averages, they would rate their success in academic courses as better than average or good. This is reflected in Table 8.

TABLE 8

STUDENT RATING OF OVERALL SUCCESS IN ACADEMIC COURSES

STUDENTS (N=264)	POOR 1	2	3	4	GOOD 5
Number	11	20	80	94	59
Percent	4.2	7.6	30.3	35.6	22.3

Question 6. WHAT OUTSIDE CULTURAL/ARTISTIC RESOURCES HAVE YOU USED FOR SCHOOL PROJECTS OR ASSIGNMENTS? E.G., MOORE COLLEGE OF ART, PHILADELPHIA DANCE ACADEMY, PHILADELPHIA COLLEGE OF PERFORMING ARTS.

Students reported the use of many outside cultural and artistic resources for completion of school projects or assignments. Table 9 shows the five outside resources most frequently used by students in each performance area.

TABLE 9

CULTURAL AND ARTISTIC RESOURCES OUTSIDE OF SCHOOL
MOST FREQUENTLY USED BY STUDENTS IN EACH PERFORMANCE AREA

RESOURCES				
CREATIVE WRITING	DANCE	ART	MUSIC	DRAMA
Phila.Art Museum Rosenbach Museum Shakespearean Festival Temple University Albee Plays	Pa. Ballet Free Library College of Performing Arts Academy of Music Phila. Dance Academy	Phila.Art Museum College of Performing Arts Zoo Free Library Moore College of Art	College of Performing Arts Academy of Music Phila. Art Museum Settlement Music School Free Library	Phila. Art Museum Rutgers University Theater Freedom Theater Free Library Bucks County Playhouse

Question 7. HOW MANY EXHIBITS OR PERFORMANCES HAVE YOU PARTICIPATED IN DURING THE SCHOOL YEAR?

Participation in exhibits and performances varied greatly among the five performance areas. Students in creative writing participated in the fewest exhibits and performances. Students in music and dance participated in the most exhibits and performances. Given the nature of the performance areas, these results are not unusual. Table 10 shows the number of exhibits and performances students participated in during the 1978-1979 school year.

TABLE 10

NUMBER AND PERCENT OF TIMES STUDENTS REPORTED PARTICIPATING IN EXHIBITS AND PERFORMANCES IN EACH PERFORMANCE AREA

PERFORMANCE AREA		EXHIBITS AND PERFORMANCES				
		0	1-10	11-20	21-30	31 or More
Creative Writing	(N=22)	5	17	0	0	0
Dance	(N=63)	2	28	22	4	7
Art	(N=59)	12	46	1	0	0
Music	(N=55)	0	29	20	2	4
Drama	(N=53)	7	42	2	1	1
Total	(N=252)	N 26	162	45	7	12
		% 10.3	64.3	17.8	2.8	4.8

Question 8. WHEN YOU NEED TO USE A LIBRARY, WHERE DO YOU GO?

Students reported little use of the school library. When they used a library, the overwhelming majority utilized other libraries, most notably, the main branch of the Free Library of Philadelphia. Students cited the limited size of both the facility and the collection as reasons for not making more use of the school library. Table 11 shows student library use in terms of the number and percent of students using the school library and other libraries.

TABLE 11

NUMBER AND PERCENT OF STUDENTS USING THE SCHOOL LIBRARY OR ANOTHER LIBRARY

Number of Respondents	LIBRARIES USED					
	School Library		Another Library		Both	
	#	%	#	%	#	%
261	25	9.6	224	85.8	12	4.6

Question 9. DO YOU FEEL YOU GET THE CREATIVE COURSE MATERIALS AND EQUIPMENT YOU NEED?

Students were not in total agreement as to the availability of needed creative course materials and equipment. Overall, 52.7% reported that they were able to get all the materials and equipment they needed. This figure may be slightly misleading. There were differences among performance areas. The majority of students in dance and music were satisfied with material and equipment availability. The majority of students in the remaining three performance areas were not. These results are presented in Table 12. Students who felt they did not have all the materials and equipment they needed were asked to list those additional things they felt necessary. These additional things are listed in Table 13, rank ordered within each performance area.

TABLE 12

AVAILABILITY OF NEEDED COURSE MATERIALS AND EQUIPMENT
BY NUMBER AND PERCENT FOR STUDENTS WITHIN EACH PERFORMANCE AREA

PERFORMANCE AREA		MATERIALS AND EQUIPMENT ARE AVAILABLE			
		YES		NO	
		#	%	#	%
Creative Writing	(N=21)	9	42.9	12	57.1
Dance	(N=68)	42	61.8	26	38.2
Art	(N=57)	26	45.6	31	54.4
Music	(N=55)	35	63.6	20	36.4
Drama	(N=59)	25	42.4	34	57.6
Total	(N=260)	137	52.7	123	47.3

TABLE 13

ADDITIONAL NEEDED MATERIALS AND EQUIPMENT RANK ORDERED WITHIN PERFORMANCE AREAS

CREATIVE WRITING	DANCE	ART	MUSIC	DRAMA
Writing Materials	Better floor	Paints	Sheet music	Stage Lights
Books	Proper equip.	Paper/ canvas	Chairs	Materials for sets
Typewriters	Books	Materials Brushes, paints, clay, etc.	Pianos	Books
Larger faculty in Creative Writing	Dressing Room	Press	Instru-ments	Video Equipment
Dictionary/ Thesaurus	Stage	Books	Practice rooms	

Question 10. DO YOU FEEL YOU GET THE ACADEMIC COURSE SUPPLIES AND MATERIALS YOU NEED?

The majority of students felt that they did get the academic course supplies and materials they needed. This is reflected in Table 14. Students who felt they did not get the academic course supplies and materials they needed were asked to list those additional things they felt necessary. These are listed by rank order in Table 15.

TABLE 14

AVAILABILITY OF NEEDED COURSE SUPPLIES AND MATERIALS BY NUMBER AND PERCENT FOR ALL STUDENTS

NUMBER OF RESPONDENTS	SUPPLIES AND MATERIALS ARE AVAILABLE			
	YES		NO	
	#	%	#	%
255	153	60.0	102	40.0

TABLE 15

RANK ORDER OF ADDITIONAL NEEDED SUPPLIES AND MATERIALS

RANK	SUPPLIES AND MATERIALS
1	Text books
2	Chalkboards
3	Lab equipment
4	Library books and equipment
5	Paper/pencils
6	Furniture

Question 11. HOW WOULD YOU RATE THE CONTENT OF YOUR CREATIVE COURSES?

Students reported that they were very pleased with the content of their creative courses. Overall, on a rating scale of one (poor) to five (good), students rated the content of their creative courses at 4.3, which can be considered better than average. In all, 80.6% of the students rated the courses as better than average or good. Students in creative writing had the largest proportion of good responses. These data are shown in Table 16.

TABLE 16

STUDENT RATING OF CONTENT OF CREATIVE COURSES

PERFORMANCE AREA		POOR 1	2	3	4	GOOD 5
Creative Writing (N=21)		0	0	3	2	16
Dance (N=66)		0	2	7	24	33
Art (N=59)		0	1	6	21	31
Music (N=55)		0	0	10	17	28
Drama (N=61)		0	2	20	25	14
Total (N=262)	N	0	5	46	89	122
	%	0.0	1.9	17.5	34.0	46.6

Question 12. CONSIDERING YOUR GRADES IN YOUR MAJOR, HOW WOULD YOU RATE YOUR SUCCESS IN YOUR CREATIVE COURSES?

When considering grades in their majors, students reported that they were pleased with the success they were having in their creative courses. Overall, on a rating scale from one (poor) to five (good), students rated their relative success in creative courses at 4.3, which was close to the highest possible rating. In all, 83.3% of the students rated their success in creative courses as better than average or good. These data are presented in Table 17.

TABLE 17

STUDENT RATING OF SUCCESS IN CREATIVE COURSES

Performance Area		POOR 1	2	3	4	GOOD 5
Creative Writing (N=21)		0	1	2	7	11
Dance (N=67)		1	1	9	19	37
Art (N=59)		0	1	9	24	25
Music (N=55)		0	0	3	18	34
Drama (N=61)		3	6	8	18	26
Total (N=263)	N	4	9	31	86	133
	%	1.5	3.4	11.8	32.7	50.6

Question 13. HOW WOULD YOU RATE RELATIONSHIPS AMONG THE VARIOUS RACES AT THE SCHOOL?

Students rated the relationships among the various races in the school very highly. On a rating scale from one (poor) to five (good), students rated the racial relationships at 4.7, which was close to the highest possible rating. No students rated the relationships as poor. In all 93.1% of the students rated the relationships among the various races as better than average or good. These data are shown in Table 18.

TABLE 18

STUDENT RATING OF RELATIONSHIPS AMONG THE RACES

		POOR				GOOD
Performance Area		1	2	3	4	5
Creative Writing (N=21)		0	0	0	3	18
Dance (N=67)		0	0	1	12	54
Art (N=59)		0	3	4	13	39
Music (N=54)		0	0	2	9	43
Drama (N=61)		0	0	8	11	42
Total (N=262)	N	0	3	15	48	196
	%	0.0	1.2	5.7	18.3	74.8

Question 14. HOW WOULD YOU RATE SCHOOL FACILITIES? I.E., CLASSROOMS, STUDIOS, LAVATORIES, ETC.

Students did not rate the school facilities as highly as they did other aspects of the school. On a rating scale from one (poor) to five (good), students rated the school facilities, 2.4, which was below average. Only 14.9% of the students rated the school facilities better than average or good. This is reflected in Table 19.

TABLE 19

STUDENT RATING OF SCHOOL FACILITIES

Total Respondents		POOR 1	2	3	4	GOOD 5
262	N	67	84	72	28	11
	%	25.5	32.1	27.5	10.7	4.2

Question 15. IF YOU HAD IT TO DO ALL OVER AGAIN, WOULD YOU CHOOSE TO ATTEND THE HIGH SCHOOL FOR THE CREATIVE AND PERFORMING ARTS?

If they had it to do over again, 88.0% of the students would choose to attend the High School for the Creative and Performing Arts. Students were overwhelmingly in favor of the school. The programs provided by the school, the opportunities to perform in the five areas, and the good relationships among the students far outweighed the less than adequate facilities. Table 20 shows the number and percentage of students in each performance area who would choose to attend the school again.

When asked to explain reasons why they would choose to attend the school again, the students noted the good racial mix of the students, the program, the center city location, the family-like atmosphere within the performances areas, the strong motivation provided by the school and the chance to develop and expand in a performance area with an eye towards college or a career.

The minority of students who would not choose to attend the school again gave as their reasons the lack of promised facilities, poor academics, lack of discipline, and lack of school organization. It should be noted that no one mentioned poor race relations as a reason why they would not choose to attend the school.

TABLE 20

STUDENT OPINIONS CONCERNING WHETHER OR NOT THEY WOULD CHOOSE TO ATTEND THE SCHOOL IF THEY HAD IT TO DO OVER AGAIN

Performance Area	Would Attend Again			
	Yes		No	
	#	%	#	%
Creative Writing (N=20)	18	90.0	2	10.0
Dance (N=67)	61	91.0	6	9.0
Music (N=52)	47	82.0	5	18.0
Art (N=58)	51	90.4	7	9.6
Drama (N=61)	50	82.0	11	18.0
Total (N=258)	227	88.0	31	12.0

SOME FINAL THOUGHTS

By opening the High School for the Creative and Performing Arts, the School District marked firsts in two areas. It was the first school in the system devoted completely to the creative and performing arts. Concurrently, it was the first magnet school opened as part of the Voluntary Desegregation Plan. According to students' perceptions, CAPA was a double success.

In response to questions in both academic and performance areas, students were overwhelmingly positive. Students' opinions of the school's physical plant were somewhat negative. Still, if they had it to do over again, 88% of the students would choose to attend CAPA. The programs provided by the school, the opportunities to perform, and the good relationships among the students far outweighed the less than adequate facilities.

Students noted the good racial mix, the center city location, the family-like atmosphere within the performances areas, the strong motivation provided by the school, and the chance to develop with an eye towards college or a career as reasons for CAPA's success.

The minority of students who would not choose to attend the school again gave as their reasons the lack of promised facilities, poor academics, lack of discipline, and lack of school organization.

No students mentioned poor race relations as a reason why they would not choose to attend the school.

APPENDIX

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY
19103

MICHAEL P. MARCASE
Superintendent of Schools

MICHAEL H. KEAN
Executive Director for Research and Evaluation

STEPHEN H. DAVIDOFF
Assistant Director
Federal Evaluation Resource Services
(215) 299-7754

June 14, 1979

Dear Student:

Many people are interested in The High School for the Creative and Performing Arts. What you think is important when considering the success of the school program.

The School District's Office of Research and Evaluation developed this questionnaire to measure how you feel about the school. With your assistance, we can provide feedback to you, your teachers and the school administration.

Please answer all of these questions openly and honestly. Your confidentially is guaranteed. No names will be used. Results of the questionnaire will be summarized to reflect attitudes of all students at the High School for the Creative and Performing Arts.

Your teacher will provide you with instructions for completing this survey.

Thank you for your cooperation.

Sincerely,

Mark Raivetz
Research Associate

MR/ch

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY
19103

MICHAEL P. MARCASE
Superintendent of Schools

MICHAEL H. KEAN
Executive Director for Research and Evaluation

STEPHEN H. DAVIDOFF
Assistant Director
Federal Evaluation Resource Services
(215) 299-7754

File No: #174
June 14, 1979

Dear Teacher:

Please distribute the enclosed letters and questionnaires to all students in your advisory. The School District's Office of Research and Evaluation developed this instrument to measure students' perceptions about The High School for the Creative and Performing Arts.

Basic instructions are written on each questionnaire. Students are requested to keep the letter of explanation.

Each question is clarified below:

Question 1 - refers to academic courses; i.e. mathematics, foreign languages, language arts, etc.

Question 2 - requires a "number" answer. Students should count the number of academic periods missed due to a creative class, activity or performance.

Question 3 - requires a "Yes" or "No" answer.

Question 4 - students should consider all academic courses in answering the question. One (1) represents the lowest rating and five (5) represents the highest rating. Three (3) should be considered a rating of fair or average.

Questions 5, 11, 12, 13, and 14 - require students to use the rating scale. One (1) represents the lowest rating and five (5) the highest rating. Three (3) should be considered a rating of fair or average.

Question 6 - requires a list of any outside resources students have used. Examples are given after the question.

Question 7 - requires a "number" answer. Students should count the number of exhibits or performances they have participated in since September, 1978.

Question 8 - requires students to check "A" and/or "B". If "B" is chosen students should list the name(s) of other libraries used; i.e. Phila. Public Library, neighborhood libraries, etc.

Questions 9 and 10 - requires a "Yes" or "No" answer. Answers of "No" require a listing of suggested materials or equipment.

Question 15 - requires a "Yes" or "No" answer. Accompanying explanation is desired whether the answer is "Yes" or "No".

Summaries of these anonymous questionnaires will be provided to you, your students and the school administration. Staff from the Office of Research and Evaluation will assist in monitoring the administration of the questionnaires.

Thank you for your cooperation.

Sincerely,

Mark Raivetz

Mark Raivetz
Research Associate

MR/ch

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FEDERAL EVALUATION RESOURCE SERVICES

HIGH SCHOOL FOR THE CREATIVE AND PERFORMING ARTS
STUDENT QUESTIONNAIRE

MAJOR:_____ GRADE:_____ RACE: ___Black
___White
___Spanish Surnamed
___Other

INSTRUCTIONS:

Please fill in your answers to the following questions. With your assistance, the Office of Research and Evaluation will provide you and your staff with feedback on the High School for the Creative and Performing Arts.

1. On the average, how many nights a week are you given academic homework? _____

2. Within the last month, how many times have you missed an academic class in order to go to a creative class, activity or performance?_____

3. When you miss an academic class, are you usually given the opportunity to make up the work?
___YES ___NO

4. How would you describe the overall content of all your academic courses?

POOR ___ ___ ___ ___ ___ GOOD
1 2 3 4 5

5. Considering your overall academic average, how would you rate your success in your academic courses?

POOR ___ ___ ___ ___ ___ GOOD
1 2 3 4 5

6. What outside cultural/artistic resources have you used for school projects or assignments? e.g., Moore College of Art, Phila. Dance Academy, Phila. College of Performing Arts.

List by Name:

_____

_____

7. How many exhibits or performances have you participated in during the school year? _____

8. When you need to use a library, where do you go?

___A. The school library

___B. Another library (list by name)

_____

_____

9. Do you feel you get the creative course materials and equipment you need?

_____ YES _____ NO

If no, what additional materials and equipment do you feel you need? Please list:

_____

_____

10. Do you feel you get the academic course supplies and materials you need?

_____ YES _____ NO

If no, what additional supplies and materials do you feel you need? Please list.

_____

_____

11. How would you rate the content of your creative courses?

POOR _____ _____ _____ _____ _____ GOOD
1 2 3 4 5

12. Considering your grades in your major, how would you rate your success in your creative courses?

POOR _____ _____ _____ _____ _____ GOOD
1 2 3 4 5

13. How would you rate relationships among the various races at the school?

POOR _____ _____ _____ _____ _____ GOOD
1 2 3 4 5

14. How would you rate school facilities? i.e. classrooms, studios, lavatories, etc.

POOR _____ _____ _____ _____ _____ GOOD
1 2 3 4 5

15. If you had it to do all over again, would you choose to attend the High School for the Creative and Performing Arts?

_____ YES _____ NO

Explain why.

_____

_____